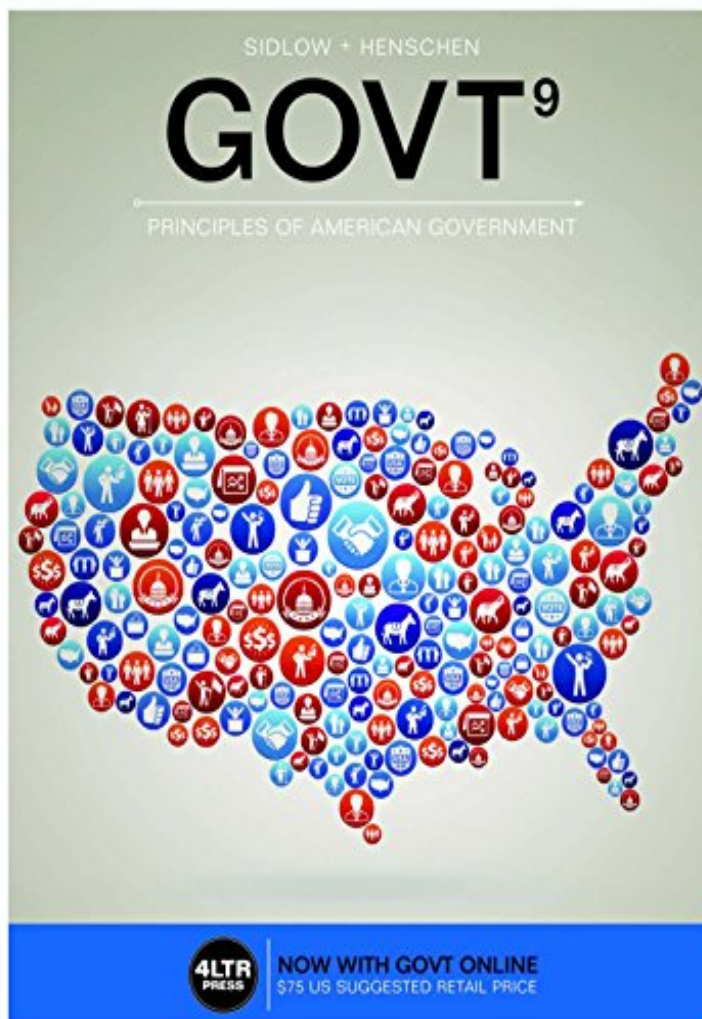


GOVT 9 (New, Engaging Titles from 4LTR Press) 9th Edition, (Ebook PDF) pdf download

<https://ebookmass.com/product/govt-9-new-engaging-titles-from-4ltr-press-9th-edition-ebook-pdf/>



Explore and download more ebooks at ebookmass.com

GOVT⁹

[illegible]

7 POLITICAL PARTIES 144

Introduction 146

- 7-1** A Short History of American Political Parties 146
 - 7-1a** The First Political Parties 146
 - 7-1b** From 1796 to 1860 147
 - 7-1c** From the Civil War to the Great Depression 149
 - 7-1d** After the Great Depression 149
 - 7-2** America's Political Parties Today 150
 - 7-2a** Red States versus Blue States 150
 - 7-2b** Shifting Political Fortunes 151
 - 7-2c** Realignment, Dealignment, and Tipping 153
 - 7-3** What Do Political Parties Do? 154
 - 7-3a** Selecting Candidates and Running Campaigns 154
 - 7-3b** Informing the Public 155
 - 7-3c** Coordinating Policymaking 155
 - 7-3d** Checking the Power of the Governing Party 156
 - 7-3e** Balancing Competing Interests 156
 - 7-4** How American Political Parties Are Structured 156
 - 7-4a** The Party in the Electorate 157
 - 7-4b** The Party Organization 158
 - 7-4c** The Party in Government: Developing Issues 160
 - 7-5** The Dominance of Our Two-Party System 161
 - 7-5a** The Self-Perpetuation of the Two-Party System 161
 - 7-5b** Third Parties in American Politics 162
 - 7-5c** The Effects of Third Parties 164
- AMERICA AT ODDS:** How Should the Republicans Respond to Trump Voters? 145
- 2016 ELECTION** 153
- PERCEPTION VERSUS REALITY:** Demography Favors the Democrats 155
- JOIN THE DEBATE:** Are Nonpartisan Elections a Good Idea? 163
- AMERICA AT ODDS:** Political Parties 165

8 PUBLIC OPINION AND VOTING 168

Introduction 170

- 8-1** How Do People Form Political Opinions? 170
 - 8-1a** The Importance of Family 170
 - 8-1b** Schools and Churches 170
 - 8-1c** The Media 171
 - 8-1d** Opinion Leaders 171
 - 8-1e** Major Life Events 171
 - 8-1f** Peer Groups 172
 - 8-1g** Economic Status and Occupation 172

- 8-2** Why People Vote as They Do 172
 - 8-2a** Party Identification 172
 - 8-2b** Perception of the Candidates 172
 - 8-2c** Policy Choices 173
 - 8-2d** Socioeconomic Factors 173
 - 8-2e** Ideology 177
 - 8-3** Public Opinion Polls 177
 - 8-3a** Early Polling Efforts 177
 - 8-3b** How Polling Has Developed 179
 - 8-3c** Problems with Opinion Polls 180
 - 8-4** Voting and Voter Turnout 183
 - 8-4a** Factors Affecting Voter Turnout 184
 - 8-4b** The Legal Right to Vote 184
 - 8-4c** Attempts to Improve Voter Turnout 187
 - 8-4d** Laws That May Discourage Voting 187
 - 8-4e** Attempts to Improve Voting Procedures 188
 - 8-4f** Who Actually Votes 189
- AMERICA AT ODDS:** How Important Is It to Target Independents? 169
- THE REST OF THE WORLD:** Anti-Immigration Politics in Europe 178
- PERCEPTION VERSUS REALITY:** Do Politicians Always Follow the Polls? 182
- 2016 ELECTION** 184
- JOIN THE DEBATE:** Should Felons Be Allowed to Vote? 188
- AMERICA AT ODDS:** Public Opinion and Voting 190

9 CAMPAIGNS AND ELECTIONS 192

Introduction 194

- 9-1** How We Elect Candidates 194
 - 9-1a** Conducting Elections and Counting the Votes 194
 - 9-1b** Presidential Elections and the Electoral College 194
- 9-2** How We Nominate Candidates 195
 - 9-2a** Party Control over Nominations 196
 - 9-2b** A New Method: The Nominating Convention 196
 - 9-2c** Primary Elections and the Loss of Party Control 196
 - 9-2d** Nominating Presidential Candidates 199
- 9-3** The Modern Political Campaign 203
 - 9-3a** Responsibilities of the Campaign Staff 203
 - 9-3b** The Professional Campaign Organization 203
 - 9-3c** Opposition Research 203
- 9-4** The Internet Campaign 204
 - 9-4a** Fund-Raising on the Internet 205
 - 9-4b** Targeting Supporters 206
 - 9-4c** Support for Local Organizing 206

- 9-5** What It Costs to Win 207
 - 9-5a** Presidential Spending 207
 - 9-5b** The Federal Election Campaign Act 207
 - 9-5c** Skirting the Campaign-Financing Rules 208
 - 9-5d** The Bipartisan Campaign Reform Act of 2002 209
 - 9-5e** The Current Campaign-Finance Environment 210
- AMERICA AT ODDS:** Does Money Really Buy Elections? 193
- PERCEPTION VERSUS REALITY:** Is the Word *Socialism* Still Poison in U.S. Political Campaigns? 202
- 2016 ELECTION** 205
- JOIN THE DEBATE:** Should We Let Political Contributors Conceal Their Identities? 212
- AMERICA AT ODDS:** Campaigns and Elections 213

10 POLITICS AND THE MEDIA 216

Introduction 218

- 10-1** The Role of the Media in a Democracy 218
 - 10-1a** Media Characteristics 218
 - 10-1b** The New Media and the Old 218
 - 10-1c** The Media and the First Amendment 219
 - 10-1d** The Agenda-Setting Function of the Media 220
 - 10-1e** The Medium Does Affect the Message 221
 - 10-1f** Ownership of the Media 222
- 10-2** The Candidates and Television 223
 - 10-2a** Political Advertising 223
 - 10-2b** Television Debates 224
 - 10-2c** News Coverage 225
 - 10-2d** "Popular" Television 225
- 10-3** Talk Radio—The Wild West of the Media 226
 - 10-3a** Audiences and Hosts 226
 - 10-3b** The Impact of Talk Radio 227
- 10-4** The Question of Media Bias 227
 - 10-4a** Partisan Bias 228
 - 10-4b** The Bias against Losers 229
 - 10-4c** A Changing News Culture 229
- 10-5** Political News and Campaigns on the Web 230
 - 10-5a** News Organizations Online 230
 - 10-5b** Blogs and the Emergence of Citizen Journalism 230
 - 10-5c** Podcasting the News 231
 - 10-5d** Cyberspace and Political Campaigns 231
- AMERICA AT ODDS:** In a Digital World, Do We Still Need Print Media? 217
- THE REST OF THE WORLD:** Who Controls the Internet? 220
- JOIN THE DEBATE:** Could We Lose Our High-Speed Internet? 232
- AMERICA AT ODDS:** Politics and the Media 234

Part IV INSTITUTIONS 236



11 THE CONGRESS 236

Introduction 238

- 11-1** The Structure and Makeup of Congress 238
 - 11-1a** Apportionment of House Seats 238
 - 11-1b** Congressional Districts 238
 - 11-1c** The Representation Function of Congress 242
- 11-2** Congressional Elections 243
 - 11-2a** Who Can Be a Member of Congress? 244
 - 11-2b** The Power of Incumbency 244
 - 11-2c** Congressional Terms 245
- 11-3** Congressional Leadership, the Committee System, and Bicameralism 246
 - 11-3a** House Leadership 246
 - 11-3b** Senate Leadership 248
 - 11-3c** Congressional Committees 248
 - 11-3d** The Differences between the House and the Senate 250
- 11-4** The Legislative Process 251
- 11-5** Investigation and Oversight 254
 - 11-5a** The Investigative Function 254
 - 11-5b** Impeachment Power 255
 - 11-5c** Senate Confirmation 255
- 11-6** The Budgeting Process 256
 - 11-6a** Authorization and Appropriation 257
 - 11-6b** The Actual Budgeting Process 257
- AMERICA AT ODDS:** Should It Take Sixty Senators to Pass Important Legislation? 237
- THE REST OF THE WORLD:** The Size of Congress—How the United States Stacks Up 241
- JOIN THE DEBATE:** Was Banning Pork-Barrel Spending a Mistake? 243

2016 ELECTION 246
AMERICA AT ODDS: The Congress 259

12 THE PRESIDENCY 262

Introduction 264

12-1 Who Can Become President? 264

- 12-1a Perks of the President 264
- 12-1b Presidential Age and Occupation 265
- 12-1c Race, Gender, and Religion 266

12-2 The President's Many Roles 266

- 12-2a Chief Executive 266
- 12-2b Commander in Chief 267
- 12-2c Head of State 267
- 12-2d Chief Diplomat 268
- 12-2e Chief Legislator 268
- 12-2f Political Party Leader 269

12-3 Presidential Powers 269

- 12-3a The President's Constitutional Powers 269
- 12-3b The President's Inherent Powers 271
- 12-3c The Expansion of Presidential Powers 272

12-4 Congressional and Presidential Relations 278

- 12-4a Advantage: Congress 278
- 12-4b Advantage: The President 279

12-5 The Organization of the Executive Branch 280

- 12-5a The President's Cabinet 280
- 12-5b The Executive Office of the President 281
- 12-5c The Vice Presidency and Presidential Succession 283
- AMERICA AT ODDS:** Should the New President Get Tough on the Middle East? 263
- JOIN THE DEBATE:** A Foreign-Born President? 265
- 2016 ELECTION** 268
- PERCEPTION VERSUS REALITY:** Can the President Really Fix the Economy? 275
- AMERICA AT ODDS:** The Presidency 285

13 THE BUREAUCRACY 288

Introduction 290

13-1 The Nature and Size of the Bureaucracy 290

- 13-1a The Uses of Bureaucracy 290
- 13-1b The Growth of Bureaucracy 290
- 13-1c The Costs of Maintaining the Government 291
- 13-1d Where Does All the Money Go? 292

13-2 How the Federal Bureaucracy Is Organized 293

- 13-2a The Executive Departments 293
- 13-2b A Typical Departmental Structure 294
- 13-2c Independent Executive Agencies 295

13-2d Independent Regulatory Agencies 296
13-2e Government Corporations 296

13-3 How Bureaucrats Get Their Jobs 298

- 13-3a The Civil Service 298
- 13-3b Origins of the Merit System 298
- 13-3c The OPM Hacking Scandal 299

13-4 Regulatory Agencies: Are They the Fourth Branch of Government? 300

- 13-4a Agency Creation 300
- 13-4b Rulemaking 301
- 13-4c Policymaking 301

13-5 Curbing Waste and Improving Efficiency 303

- 13-5a Helping Out the Whistleblowers 303
- 13-5b Improving Efficiency and Getting Results 304
- 13-5c Another Approach—Pay-for-Performance Plans 305
- 13-5d Privatization 305
- 13-5e Government in the Sunshine 305
- 13-5f Government Online 305

AMERICA AT ODDS: Is Federal Regulation Excessive? 289

JOIN THE DEBATE: Are Government Workers Paid Too Much? 299

PERCEPTION VERSUS REALITY: Must Apple Help the FBI Hack a Terrorist's iPhone? 307

AMERICA AT ODDS: The Bureaucracy 308

14 THE JUDICIARY 310

Introduction 312

14-1 The Origins and Sources of American Law 312

- 14-1a The Common Law Tradition 312
- 14-1b Primary Sources of American Law 313
- 14-1c Civil Law and Criminal Law 314
- 14-1d Basic Judicial Requirements 314

14-2 The Federal Court System 316

- 14-2a U.S. District and Specialized Courts 316
- 14-2b U.S. Courts of Appeals 317
- 14-2c The United States Supreme Court 318

14-3 Federal Judicial Appointments 319

- 14-3a The Nomination Process 320
- 14-3b Confirmation or Rejection by the Senate 321

14-4 The Courts as Policymakers 322

- 14-4a The Issue of Broad Language 323
- 14-4b The Power of Judicial Review 324
- 14-4c Judicial Activism versus Judicial Restraint 324
- 14-4d Ideology and the Courts 325
- 14-4e Ideology and Today's Supreme Court 325
- 14-4f Approaches to Legal Interpretation 327

- 14–5** Assessing the Role of the Federal Courts 328
 - 14–5a** Criticisms of the Federal Courts 328
 - 14–5b** The Case for the Courts 328
 - AMERICA AT ODDS:** Should the People Elect Judges? 311
 - JOIN THE DEBATE:** Should Congress Ever Refuse to Consider a Supreme Court Nominee? 323
 - PERCEPTION VERSUS REALITY:** The Supreme Court Legislates from the Bench 329
 - AMERICA AT ODDS:** The Judiciary 331

- 15–4c** Fiscal Policy 348
- 15–4d** The Federal Tax System 349
- 15–4e** The Public Debt 351
- AMERICA AT ODDS:** Do We Send Too Many People to Prison? 335
- JOIN THE DEBATE:** What Should We Do about Unauthorized Immigrants? 338
- PERCEPTION VERSUS REALITY:** Tax-Rate Cuts Allow the Rich to Pay Lower Taxes 350
- AMERICA AT ODDS:** Domestic Policy 353

Part V

PUBLIC POLICY 334



15 DOMESTIC POLICY 334

Introduction 336

- 15–1** The Policy-making Process 336
 - 15–1a** Issue Identification and Agenda Setting 336
 - 15–1b** Policy Formulation and Adoption 337
 - 15–1c** Policy Implementation 337
 - 15–1d** Policy Evaluation 338
 - 15–1e** Policymaking and Special Interests 339
- 15–2** Health-Care Policy 339
 - 15–2a** Two Problems with U.S. Health Care 339
 - 15–2b** Medicaid and Medicare 340
 - 15–2c** The Democrats Propose Universal Coverage 341
- 15–3** Energy and the Environment 342
 - 15–3a** The Problem of Imported Oil 342
 - 15–3b** Climate Change 343
 - 15–3c** New Energy Sources 344
- 15–4** Economic Policy and Taxes 346
 - 15–4a** The Goals of Economic Policy 346
 - 15–4b** Monetary Policy 346

16 FOREIGN POLICY 356

Introduction 358

- 16–1** Who Makes U.S. Foreign Policy? 358
 - 16–1a** The President's Role 358
 - 16–1b** The Cabinet 359
 - 16–1c** Other Agencies 360
 - 16–1d** Powers of Congress 360
 - 16–2** A Short History of American Foreign Policy 360
 - 16–2a** Isolationism 361
 - 16–2b** The Beginning of Interventionism 361
 - 16–2c** The World Wars 361
 - 16–2d** The Cold War 362
 - 16–2e** Post-Cold War Foreign Policy 364
 - 16–3** Problems Requiring the Use of Force 364
 - 16–3a** The Problem of Terrorism 364
 - 16–3b** The U.S. Response to 9/11—The War in Afghanistan 366
 - 16–3c** The Focus on Iraq 366
 - 16–3d** Again, Afghanistan 367
 - 16–3e** The Civil War in Syria and the Growth of ISIS 368
 - 16–4** Diplomacy in an Unstable World 369
 - 16–4a** The Israeli-Palestinian Conflict 369
 - 16–4b** Weapons of Mass Destruction 372
 - 16–4c** China—The Next Superpower? 374
 - AMERICA AT ODDS:** How Much of a Threat Is Putin's Russia? 357
 - THE REST OF THE WORLD:** Europe under Siege 370
 - AMERICA AT ODDS:** Foreign Policy 376
- Appendix A** The Declaration of Independence A–1
Appendix B The Constitution of the United States A–3
Appendix C *Federalist Papers* No. 10 and No. 51 A–12
Appendix D Answers to Chapter Quiz Questions A–18
Appendix E Information on U.S. Presidents (Online)
Appendix F Party Control of Congress since 1900 (Online)
- Notes** N–1
Glossary G–1
Index I–1
Chapter in Review Cards 1–32



SKILL PREP

A Study Skills Module

Welcome!

With this course and this textbook, you've begun what we hope will be a fun, stimulating, and thought-provoking journey into the world of American government and politics.

In this course, you will learn about the foundation of the American system, culture and diversity, interest groups, political parties, campaigns, elections, the media, our governing institutions, public policy, and foreign policy. Knowledge of these basics will help you think critically about political issues and become an active citizen.

We have developed this study skills module to help you gain the most from this course and this textbook. Whether you are a recent high school graduate or an adult returning to the classroom after a few years, you want

results when you study. You want to be able to understand the issues and ideas presented in the textbook, talk about them intelligently during class discussions, and remember them as you prepare for exams and papers.

This module is designed to help you develop the skills and habits you'll need to succeed in this course. With tips on how to be more engaged when you study, how to get the most out of your textbook, how to prepare for exams, and how to write papers, this guide will help you become the best learner you can be!



STUDY PREP

What does it take to be a successful student? You may think success depends on how naturally smart you are. However, the truth is that successful students aren't born, they're made. Even if you don't consider yourself "book smart," you can do well in this course by developing study skills that will help you understand, remember, and apply key concepts.

Reading for Learning

Your textbook is the foundation for information in a course. It contains key concepts and terms that are important to your understanding of the subject. For this reason, it is essential that you develop good reading skills. As you read your textbook with the goal of learning as much of the information as possible, work on establishing the following habits:

FOCUS

Make an effort to focus on the book and tune out other distractions so that you can understand and remember the information it presents.

TAKE TIME

To learn the key concepts presented in each chapter, you need to read slowly, carefully, and with great attention.

REPEAT

To read for learning, you have to read your textbook a number of times. Follow a preview-read-review process:

1. PREVIEW: Look over the chapter title, section headings, and highlighted or bold words. This will give you a good preview of important ideas in the chapter. Notice that each major section heading in this textbook has one or more corresponding **Learning Objectives**. You can increase your understanding of the material by rephrasing the headings and subheadings in your textbook into questions, and then try to answer them. Note graphs, pictures, and other visual illustrations of important concepts.

QUICK TIP! Log in to GOVT9 Online with the access code in the front of your textbook to find interactive figures and tables from the chapters, to quiz yourself on the important material in the book.

2. READ: It is important to read with a few questions in mind: What is the main point of this paragraph or section? What does the author want me to learn from this? How does this relate to what I read before? Keeping these questions in mind will help you be an attentive reader who is actively focusing on the main ideas of the passage.

QUICK TIP! In GOVT9 Online, create StudyBits from Key Terms and definitions, photos, figures, and your text highlights. You can include notes in your StudyBits, and add your own tags—such as "Midterm Exam"—so you can collect them all later.

Also during this phase, it is helpful to take notes while reading in detail. You can mark your text or write an outline, as explained later in this module. Taking notes will help you read actively, identify important concepts, and remember them. When it comes time to review for the exam, the notes you've made should make your studying more efficient.

QUICK TIP! In GOVT9 Online, create practice quizzes from filtered StudyBits or use all quiz questions from the chapter to test yourself before exams.

3. REVIEW: When reviewing each section of the text and the notes you've made, ask yourself this question: **What was this section about?** You'll want to answer the question in some detail, readily identifying the important points. Use the Learning Objectives in the text to help focus your review.

QUICK TIP! Tear out the Chapter Review cards in the back of the textbook for on-the-go review!

A reading group is a great way to review the chapter. After completing the reading individually, group members should meet and take turns sharing what they learned. Explaining the material to others will reinforce and clarify what you already know. Getting a different perspective on a passage will increase your knowledge, because different people will find different things important during a reading.

Take Notes

Being *engaged* means listening to discover (and remember) something. One way to make sure that you are listening attentively is to take notes. Doing so will help you focus on the professor's words and will help you identify the most important parts of the lecture.



The physical act of writing makes you a more efficient learner. In addition, your notes provide a guide to what your instructor thinks is important. That means you will have a better idea of what to study before the next exam if you have a set of notes that you took during class.

Make an Outline

As you read through each chapter of your textbook, you might want to make an outline—a simple method for organizing information. You can create an outline as part of your reading or at the end of your reading. Or you can make an outline when you reread a section before moving on to the next one. The act of physically writing an outline for a chapter will help you retain the material in this text and master it.

To make an effective outline, you have to be selective. Your objectives in outlining are, first, to identify the main concepts and, second, to add the details that support those main concepts.

Your outline should consist of several levels written in a standard format. The most important concepts are assigned Roman numerals; the second-most important, capital letters; and the third-most important, numbers. Here is a quick example.

- I. What Are Politics and Government?
 - A. Defining Politics and Government
 - 1. Politics and Conflict
 - 2. Government and Authority
 - B. Resolving Conflicts
 - C. Providing Public Services
 - 1. Services for All and Services for Some
 - 2. Managing the Economy
 - D. Defending the Nation and Its Culture
- II. Different Systems of Government
 - A. Undemocratic Systems
 - 1. Monarchy
 - 2. Dictatorship
 - B. Democratic Systems
 - 1. The Athenian Model of Direct Democracy
 - 2. Direct Democracy Today
 - 3. Representative Democracy
 - 4. Types of Representative Democracy
 - C. Other Forms of Government

Mark Your Text

If you own your own textbook for this course and plan to keep it, you can improve your learning by marking your text. By doing so, you will identify the most important concepts of each chapter, and at the same time, you'll be making a handy study guide for reviewing material at a later time. Marking allows you to become an active participant in the mastery of the material. Researchers have shown that the physical act of marking, just like the physical acts of note-taking during class and outlining, increases concentration and helps you better retain the material.

WAYS OF MARKING

The most common form of marking is to underline important points. The second-most commonly used method is to use a felt-tipped highlighter or marker, in yellow or some other transparent color. You can put a check mark next to material that you do not understand. Work on better comprehension of the checkmarked material after you've finished the chapter. Marking also includes circling, numbering, using arrows, jotting brief notes, or any other method that allows you to remember things when you go back to skim the pages in your textbook prior to an exam.

QUICK TIP! Don't forget about the StudyBit functionality when highlighting in GOVT9 Online! Change colors of your highlights to rate your understanding of each StudyBit, and use them in your review in the Studyboard.

TWO POINTS TO REMEMBER WHEN MARKING

- ▶ **Read one section at a time before you do any extensive marking.** You can't mark a section until you know what is important, and you can't know what is important until you read the whole section.
- ▶ **Don't overmark.** Don't fool yourself into thinking that you have done a good job just because each page is filled with arrows, circles, and underlines. Be selective in your marking, so that each page allows you to see the most important points at a glance. You can follow up your marking by writing out more in your subject outline.

Researchers have shown that the physical act of marking, just like the physical acts of note-taking during class increases concentration and helps you better retain the material.

Try These Tips

Here are a few more hints that will help you develop effective study skills.

- ▶ **Do schoolwork as soon as possible after class.** The longer you wait, the more likely you will be distracted by television, the Internet, video games, or friends.
- ▶ **Set aside time and a quiet, comfortable space where you can focus on reading.** Your

school library is often the best place to work. Set aside several hours a week of "library time" to study in peace and quiet. A neat, organized study space is also important. The only work items that should be on your desk are those that you are working on that day.

- ▶ **Reward yourself for studying!** Rest your eyes and your mind by taking a short break every twenty to thirty minutes. From time to time, allow yourself a break to do something else that you enjoy. These interludes will refresh your mind, give you more energy required for concentration, and enable you to study longer and more efficiently.
- ▶ **To memorize terms or facts, create flash (or note) cards.** On one side of the card, write the question or term. On the other side, write the answer or definition. Then use the cards to test yourself or have a friend quiz you on the material.

QUICK TIP! In GOVT9 Online, flash cards are available for all key terms (with definitions). Create more flash cards from your StudyBits or anything in the online narrative, and rate your understanding on each while you study!

- ▶ **Mnemonic (pronounced ne-mon-ik) devices are tricks that increase our ability to memorize.** A well-known mnemonic device is the phrase ROY G BIV, which helps people remember the colors of the rainbow—red, orange, yellow, green, blue, indigo, violet. You can create your own mnemonic devices for whatever you need to memorize. The more fun you have coming up with them, the more useful they will be.
- ▶ **Take notes twice.** First, take notes in class. Writing down your instructor's key points will help you be a more active, engaged listener. Taking notes will also give you a record of what your instructor thinks is important. Later, when you have a chance, rewrite your notes. The rewrite will act as a study session for you to think about the material again.

TEST PREP

You have worked hard throughout the term, reading the book, paying close attention in class, and taking good notes. Now it's test time, and you want to show mastery of the material you have studied. To be well prepared, you should know which reading materials and lectures will be covered. You should also know whether the exam will contain essays, objective questions, or both. Finally, you should know how much time you will have to take the exam. The following steps can help to reduce any anxiety you may feel, allowing you to approach the test with confidence.

Follow Directions

Students are often in a hurry to start an exam, so they take little time to read the instructions. The instructions can be critical, however. In a multiple-choice exam, for example, if there is no indication that there is a penalty for guessing, then you should never leave a question unanswered. Even if only a few minutes are left at the end of an exam, you should guess on the questions that you remain uncertain about.

Additionally, you need to know the weight given to each section of an exam. In a typical multiple-choice exam, all questions have equal weight. In other types of exams, particularly those with essay questions, different parts of the exam carry different weights. You should use these weights to apportion your time. If the essay portion of an exam accounts for 20 percent of the total points on the exam, you should not spend 60 percent of your time on the essays.

Finally, you need to make sure you are marking the answers correctly. Some exams require a No. 2 pencil to

fill in the dots on a machine-graded answer sheet. Other exams require underlining or circling. In short, you have to read and follow the instructions carefully.

Objective Exams

An objective exam consists of multiple-choice, true/false, fill-in-the-blank, or matching questions that have only one correct answer. Students usually commit one of two errors when they read objective exam questions: (1) they read things into the questions that do not exist, or (2) they skip over words or phrases. Most test questions include key words such as:

>ALL >NEVER
>ALWAYS >ONLY

If you miss any of these key words, you may answer the question incorrectly even if you know the information being tested.

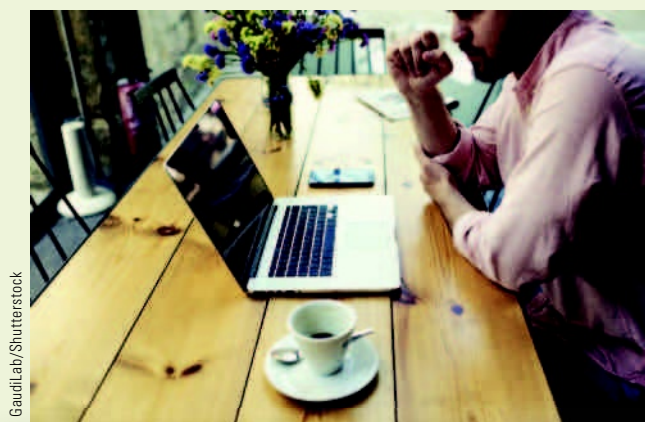
Whenever the answer to an objective question is not obvious, start with the process of elimination. Throw out the answers that are clearly incorrect. Typically, the easiest way to eliminate incorrect answers is to look for those that are meaningless, illogical, or inconsistent. Often, test authors put in some answers that make perfect sense and are indeed true, but do not answer the question under study. Here are a few more tips that will help you become an efficient, results-oriented student.

► **Review your notes thoroughly** as part of your exam preparation. Instructors usually lecture on subjects they think are important, so those same subjects are also likely to be on the exam.

Visit <https://ebookmass.com> today to explore

a vast collection of ebooks across various genres, available in popular formats like PDF, EPUB, and MOBI, fully compatible with all devices. Enjoy a seamless reading experience and effortlessly download high-quality materials in just a few simple steps. Plus, don't miss out on exciting offers that let you access a wealth of knowledge at the best prices!

- ▶ **Create a study schedule** to reduce stress and give yourself the best chance for success. At times, you will find yourself studying for several exams at once. When this happens, make a list of each study topic and the amount of time needed to review that topic.
- ▶ **Form a small group for a study session.** Discussing a topic out loud can improve your understanding of that topic and will help you remember the key points that often come up on exams.
- ▶ **Study from old exams.** Some professors make old exams available, either by posting them online or by putting them on file in the library. Old tests can give you an idea of the kinds of questions the professor likes to ask.
- ▶ **Avoid cramming just before an exam.** Cramming tires the brain unnecessarily and adds to stress, which can severely hamper your testing performance. If you've studied wisely, have confidence that you will be able to recall the information when you need it.
- ▶ **Be sure to eat** before taking a test so you will have the energy you need to concentrate.
- ▶ **Be prepared.** Make sure you have everything you will need for the exam, such as a pen or pencil. Arrive at the exam early to avoid having to rush, which will only add to your stress. Good preparation helps you focus on the task at hand.
- ▶ **When you first receive your exam, make sure that you have all the pages.** If you are uncertain, ask your professor or exam proctor. This initial scan may uncover other problems as well, such as illegible print or unclear instructions.
- ▶ **With essay questions, look for key words** such as “compare,” “contrast,” and “explain.” These will guide your answer. Most important, get to the point without wasting your time (or your professor's) with statements such as “There are many possible reasons for”
- ▶ **Review your answers** when you finish a test early. You may find a mistake or an area where some extra writing will improve your grade.
- ▶ **Keep exams in perspective.** Worrying too much about a single exam can have a negative effect on your performance. If you do poorly on one test, it's not the end of the world. Rather, it should motivate you to do better on the next one.



GaudiLab/Shutterstock

WRITE PREP

A key part of succeeding as a student is learning how to write well. Whether writing papers, presentations, essays, or even e-mails to your instructor, you have to be able to put your thoughts into words and do so with force, clarity, and precision. In this section, we outline a three-phase process that you can use to write almost anything.

Phase 1: Getting Ready to Write

First, make a list. Divide the ultimate goal—a finished paper—into smaller steps that you can tackle right away. Estimate how long it will take to complete each step. Start with the date your paper is due and work backward to the present: For example, if the due date is December 1, and you have about three months to write the paper, give yourself a cushion and schedule November 20 as your targeted completion date. Then list what you need to get done by October 1 and November 1.

PICK A TOPIC

To generate ideas for a topic, any of the following approaches work well:

- ▶ **Brainstorm with a group.** There is no need to create in isolation. You can harness the energy and the natural creative power of a group to assist you.

- ▶ **Speak it.** To get ideas flowing, start talking. Admit your confusion or lack of clear ideas. Then just speak. By putting your thoughts into words, you'll start thinking more clearly.
- ▶ **Use free writing.** Free writing, a technique championed by writing teacher Peter Elbow, is also very effective when trying to come up with a topic. There's only one rule in free writing: Write without stopping. Set a time limit—say, ten minutes—and keep your fingers dancing across the keyboard the whole time. Ignore the urge to stop and rewrite. There is no need to worry about spelling, punctuation, or grammar during this process.

REFINE YOUR IDEA

After you've come up with some initial ideas, it's time to refine them:

- ▶ **Select a topic and working title.** Using your instructor's guidelines for the paper, write down a list of topics that interest you. Write down all of the ideas you think of in two minutes. Then choose one topic. The most common pitfall is selecting a topic that is too broad. "Political Campaigns" is probably not a useful topic for your paper. Instead, consider "The Financing of Modern Political Campaigns."
- ▶ **Write a thesis statement.** Clarify what you want to say by summarizing it in one concise sentence. This sentence, called a *thesis statement*, refines your working title. A thesis is the main point of the paper—it is a declaration of some sort. You might write a thesis statement such as "Recent decisions by the Supreme Court have dramatically changed the way that political campaigns are funded."

SET GOALS

Effective writing flows from a purpose. Think about how you'd like your reader or listener to respond after considering your ideas.

- ▶ If you want to persuade someone, make your writing clear and logical. Support your assertions with evidence.

There is no need to create in isolation. Brainstorm ideas for a topic with a group. Ask for feedback from your instructor or a friend as you prepare an outline and revise your first draft.

- ▶ If your purpose is to move the reader into action, explain exactly what steps to take, and offer solid benefits for doing so.

To clarify your purpose, state it in one sentence—for example, "The purpose of this paper is to discuss and analyze the role of women and minorities in law enforcement."

BEGIN RESEARCH

At the initial stage, the objective of your research is not to uncover specific facts about your topic. That comes later. First, you want to gain an overview of the subject. Say you want to advocate for indeterminate sentencing. You must first learn enough about determinate and indeterminate sentencing to describe the pros and cons of each one.

MAKE AN OUTLINE

An outline is a kind of map. When you follow a map, you avoid getting lost. Likewise, an outline keeps you from wandering off topic. To create your outline, follow these steps:

1. **Review your thesis statement** and identify the three to five main points you need to address in your paper to support or prove your thesis.



Jamie Grill/Getty Images

2. Next, focus on the three to five major points that support your argument and think about what minor points or subtopics you want to cover in your paper. Your major points are your big ideas. Your minor points are the details you need to fill in under each of those ideas.

3. Ask for feedback. Have your instructor or a classmate review your outline and offer suggestions for improvement. Did you choose the right points to support your thesis? Do you need more detail anywhere? Does the flow from idea to idea make sense?

DO IN-DEPTH RESEARCH

Dig in and start reading. Keep a notebook, tablet, or laptop handy and make notes as you read. It can help to organize your research into three main categories:

- 1. Sources** (bibliographical information for a source),
- 2. Information** (nuggets of information from a correctly quoted source)
- 3. Ideas** (thoughts and observations that occur to you as you research, written in your own words)

You might want to use these categories to create three separate documents as you work. This will make it easy to find what you need when you write your first draft.

When taking research notes, be sure to:

- ▶ Copy all of the information correctly.
- ▶ Include the source and page number while gathering information. With Internet searches, you must also record the date a site was accessed.
- ▶ Stay organized; refer to your outline as you work.

If you get stuck, ask for help.
Most schools have writing resource centers where you can go for assistance and guidance.

Phase 2: Writing a First Draft

To create your draft, gather your notes and your outline (which often undergoes revision during the research process). Then write about the ideas in your notes. It's that simple. Just start writing. Write in paragraphs, with one idea per paragraph. As you complete this task, keep the following suggestions in mind:

- ▶ **Remember that the first draft is not for keeps.** You can worry about quality later. Your goal at this point is simply to generate words and ideas.
- ▶ **Write freely.** Many writers prefer to get their first draft down quickly and would advise you to keep writing, much as in free writing. You may pause to glance at your notes and outline, but avoid stopping to edit your work.
- ▶ **Be yourself.** Let go of the urge to sound "scholarly" and avoid using unnecessary big words or phrases. Instead, write in a natural voice.
- ▶ **Avoid procrastination.** If you are having trouble getting started, skip over your introduction and just begin writing about some of your findings. You can go back later and organize your paragraphs.
- ▶ **Get physical.** While working on the first draft, take breaks. Go for a walk. From time to time, practice relaxation techniques and breathe deeply.
- ▶ **Put the draft away for a day.** Schedule time for rewrites, and schedule at least one day between revisions so that you can let the material sit. After a break, problems with the paper or ideas for improvement will become more evident.

Phase 3: Revising Your Draft

During this phase, keep in mind the saying, "Write in haste; revise at leisure." When you are working on your first draft, the goal is to produce ideas and write them down. During



GaudiLab/Shutterstock

the revision phase, however, you need to slow down and take a close look at your work. One guideline is to allow 50 percent of writing time for planning, researching, and writing the first draft. Then use the remaining 50 percent for revising.

Here are some good ways to revise your paper:

1. READ IT OUT LOUD. The combination of speaking and hearing forces us to pay attention to the details. Is the thesis statement clear and supported by enough evidence? Does the introduction tell your reader what's coming? Do you end with a strong conclusion that expands on your introduction rather than just restating it?

2. HAVE A FRIEND LOOK OVER YOUR PAPER. This is never a substitute for your own review, but a friend can often see mistakes you miss. With a little practice, you will learn to welcome feedback, because it provides one of the fastest ways to approach the revision process.

3. CUT. Look for excess baggage. Also, look for places where two (or more) sentences could be rewritten as one. By cutting text you are actually gaining a clearer, more polished product. For efficiency, make the larger cuts first—sections, chapters, pages. Then go for the smaller cuts—paragraphs, sentences, phrases, words.

4. PASTE. The next task is to rearrange what's left of your paper so that it flows logically. Look for consistency within paragraphs and for transitions from paragraph to paragraph and section to section.

5. FIX. Now it's time to look at individual words and phrases. Define any terms that the reader might not know. In general, focus on nouns and verbs. Too many words add unnecessary bulk to your writing. Write about the details, and be specific. Also, check your writing to ensure that you:

- ▶ **Prefer the active voice.** Write “*The research team began the project*” rather than “*A project was initiated,*” which is a passive statement.
- ▶ **Write concisely.** Instead of “*After making a timely arrival and observing the unfolding events, I emerged totally and gloriously victorious,*” be concise with “*I came, I saw, I conquered.*”
- ▶ **Communicate clearly.** Instead of “*The speaker made effective use of the television medium, asking in no uncertain terms that we change our belief systems,*” you can write specifically, “*The senatorial candidate stared straight into the television camera and said, ‘Take a good look at what my opponent is doing! Do you really want six more years of this?’*”



Izabela Habur/iStockphoto.com

6. PREPARE. Format your paper following accepted standards for margin widths, endnotes, title pages, and other details. Ask your instructor for specific instructions on how to cite the sources used in writing your paper. You can find useful guidelines in the *MLA Handbook for Writers of Research Papers*. If you are submitting a hard copy (rather than turning it in online), use quality paper for the final version. For an even more professional appearance, bind your paper with a plastic or paper cover.

7. PROOFREAD. As you ease down the home stretch, read your revised paper one more time, and look for the following:

- ▶ A clear thesis statement.
- ▶ Sentences that introduce your topic, guide the reader through the major sections of your paper, and summarize your conclusions.
- ▶ Details—such as quotations, examples, and statistics—that support your conclusions.
- ▶ Lean sentences that have been purged of needless words.
- ▶ Plenty of action verbs and concrete, specific nouns.
- ▶ Spelling and grammar mistakes. Use contractions sparingly, if at all. Use spell-check by all means, but do not rely on it completely, as it will not catch everything.

Academic Integrity: Avoiding Plagiarism

Using another person's words, images, or other original creations without giving proper credit is called *plagiarism*. Plagiarism amounts to taking someone else's work and presenting it as your own—the equivalent of cheating on a test. The consequences of plagiarism can range from a failing grade to expulsion from school.

To avoid plagiarism, ask an instructor where you can find your school's written policy on this issue. Don't assume that you can resubmit a paper you wrote for another class for a current class. Almost all schools will regard this as plagiarism even though you wrote the paper. The basic guidelines for preventing plagiarism are to cite a source for each phrase, sequence of ideas, or visual image created by another person. While ideas cannot be copyrighted, the specific way that an idea is *expressed* can be. You also need to list a source for any idea that is closely identified with a particular person. The goal is to clearly distinguish your own work from the work of others. There are several ways to ensure that you do this consistently:

- ▶ **Identify direct quotes.** If you use a direct quote from another source, put those words in quotation marks. If you do research online, you might copy text from a website and paste it directly into your notes. This is a direct quote. You must use quotation marks or if the quote is long, an indented paragraph.
- ▶ **Paraphrase carefully.** Paraphrasing means restating the original passage in your own words, usually making it shorter and simpler. Students who copy a passage word for word and then just rearrange or delete a few phrases are running a serious risk of plagiarism. Remember to cite a source for paraphrases, just as you do for direct quotes. When you use the same sequence of ideas as one of your sources—even if you have not paraphrased or directly quoted—cite that source.
- ▶ **Note details about each source.** For books, include the author, title, publisher, publication date, location of publisher, and page number. For articles from print sources, record the author,

date, article title, and the name of the magazine or journal as well. If you found the article in an academic or technical journal, also include the volume and number of the publication. A librarian can help identify these details.

- ▶ **Cite online sources correctly.** If your source is a website, record as many identifying details as you can find—author, title, sponsoring organization, URL, publication date, and revision date. In addition, list the date that you accessed the page. Be careful when using Internet resources, as not all sites are considered legitimate sources. For example, many professors don't regard Wikipedia as an acceptable source.
- ▶ **Include your sources as endnotes or footnotes to your paper.** Ask your instructor for examples of the format to use. You do not need to credit wording that is wholly your own. Nor do you need to credit general ideas, such as the suggestion that people use a to-do list to plan their time. But if you borrow someone else's words or images to explain the idea, do give credit.
- ▶ **When in doubt, don't.** Sometimes you will find yourself working against a deadline for a paper, and in a panic, you might be tempted to take "shortcuts." You'll find a source that expressed your idea perfectly, but you must cite it or completely rephrase the idea in your own words. Professors are experts at noticing a change in tone or vocabulary that signals plagiarism. Often, they can simply Google a phrase to find its source online. Do not let a moment's temptation cause you to fail the course or face an academic integrity hearing.





Rawpixel/Shutterstock.com

TAKE ACTION

A Guide to Political Participation

GET INFORMED

Find Out Where You Fit and What You Know

- You already have some opinions about a variety of political issues. Do you have a sense of where your views place you on the political map? Get a feel for your ideological leanings by taking *The World's Smallest Political Quiz*: theadvocates.org/quiz.

It's easy to think of politics as a spectator sport—something that politicians do, pundits analyze, and citizens watch. But there are many ways to get engaged with politics, to interact with the political world and participate in it, and even to effect change.

- Which Founder Are You? The National Constitutional Center can help you with that. Go to constitutioncenter.org/foundersquiz to discover which Founding Father's personality most resembles your own.
- The U.S. Constitution is an important part of the context in which American politics takes place. Do you know what the Constitution says? *Take the Constitution I.Q. Quiz*: constitutionfacts.com. Was your score higher than the national average?
- At the National Constitution Center, you can explore the interactive Constitution and learn more about the provisions in that document: constitutioncenter.org/interactive-constitution.



GET CONNECTED

- Find out what those who want to become U.S. citizens have to do—and what they have to know. Go to the U.S. Citizenship and Immigration Services Web site at uscis.gov/. What is involved in applying for citizenship? Take the *Naturalization Self-Test* at <https://my.uscis.gov/prepare/test/civics>. How did you do?

Think about How Your Political Views Have Been Shaped

- Consider how agents of political socialization—your family, your schools, and your peers, for example—have contributed to your political beliefs and attitudes. Then have conversations with people in your classes or where you live about the people, institutions, and experiences that influenced the way they view the political world. Try to understand how and why your views might differ.
- Explore how your views on political issues compare with those of a majority of Americans. There are a number of good polling sites that report public opinion on a range of topics.
 - o The Pew Research Center for the People & the Press conducts monthly polls on politics and policy issues: people-press.org.
 - o Public Agenda reports poll data and material on major issues: publicagenda.org.
 - o The results of recent polls and an archive of past polls can be found at Gallup: gallup.com.
 - o The Roper Center for Public Opinion Research is a leading archive of data from surveys of public opinion: ropercenter.cornell.edu.

News

Keep up with news—print, broadcast, and online. Don't avoid certain news sources because you think you might not agree with the way they report the news. It's just as important to know how people are talking about issues as it is to know about the issues themselves.

- One way to follow the news is to get your information from the same place that journalists do. Often they take their cues or are alerted to news events by news agencies such as the nonprofit cooperative Associated Press: ap.org.
- Installing a few key apps on your phone or tablet can help you stay informed. Try downloading the Associated Press (AP) app for timely updates about news around the world. There are tons of other great political apps—some are fairly polarizing, some are neutral, and still others are just plain silly.

Blogs

The blogosphere affords views of politics that tend to be slanted according to the political orientation of the blog sponsor. In the last several decades, blogs have surged in popularity as a source for political news and opinion.

Social Media

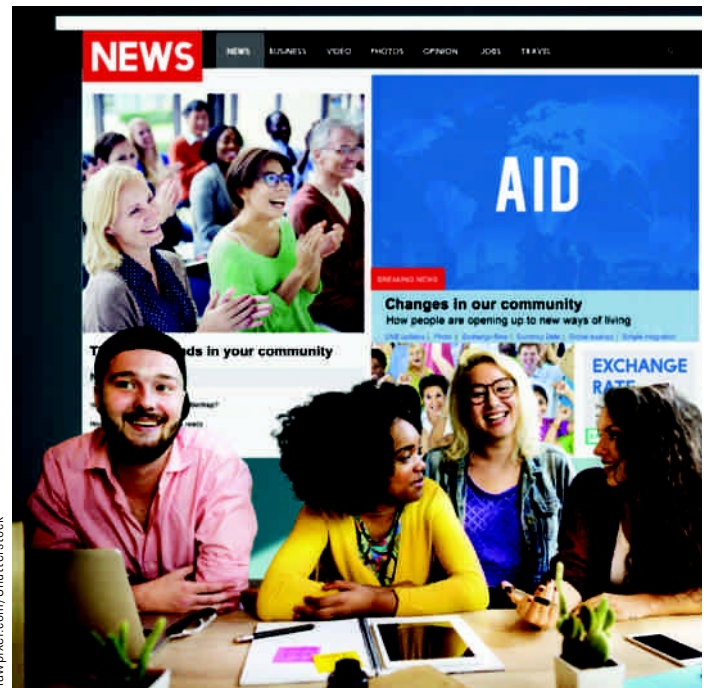
Staying connected can be as simple as following local, national, or international politics on social media. President Barack Obama, Senator Elizabeth Warren, House Speaker Paul Ryan, and even the White House have Instagram accounts worth following. Most politicians and political outlets are also on Twitter and Facebook.

Check the Data

- It's not always easy to figure out whether a news report or public statement is accurate. PolitiFact, a project of the *Tampa Bay Times*, is a good place to go to get the facts: politifact.com. Check out the Truth-O-Meter, and get it on your smartphone or tablet.
- A project of the Annenberg Public Policy Center, factcheck.org is a nonpartisan, nonprofit "consumer advocate" for voters that monitors the factual accuracy of what political players are saying in TV ads, speeches, and interviews.

Keep Up during Election Season

- Project Vote Smart offers information on elections and candidates: votesmart.org.
- Nate Silver's FiveThirtyEight features election analysis, in addition to covering sports and economics: fivethirtyeight.com.
- Stay connected to the horse-race aspect of electoral politics by tracking election polls. There are many good sources:
 - o For a comprehensive collection of election polls, go to the RealClearPolitics website: realclearpolitics.com/polls. RealClearPolitics is a good source for other political news and opinions as well.
 - o Polls for U.S. federal elections, including state-by-state polls, can be found at electoral-vote.com.
 - o HuffPost Pollster publishes pre-election poll results combined into interactive charts: elections.huffingtonpost.com/pollster. During presidential elections, additional maps and electoral vote counts can be found at HuffPost Politics Election Dashboard.
- If you have the opportunity, attend a speech by a candidate you're interested in.



Monitor Money and Influence in Politics

The Center for Responsive Politics Web site is an excellent source for information about who's contributing what amounts to which candidates: opensecrets.org. You can also use the lobbying database to identify the top lobbying firms, the agencies most frequently lobbied, and the industries that spend the most on lobbying activities.

Connect with Congress

You can, of course, learn a lot about what's going on in Congress from the Web sites of the House of Representatives and the Senate: house.gov and senate.gov. Look up the names and contact information for the senators and the representative from your area. If you want your voice to be heard, simply phone or e-mail your senators or your representative. Members of Congress listen to their constituents and often act in response to their constituents' wishes. Indeed, next to voting, contacting those who represent you in Congress is probably the most effective way to influence government decision making.

Check GovTrack to find out where your representative and senators fall on the leadership and ideology charts, and learn about their most recently sponsored bills and votes on legislation: govtrack.us.



Dragon Images/Shutterstock

financial health, accountability and transparency, and reporting of results.

Design Your Own Ways to Take Action

- **Start a network to match those who need assistance and those who want to help.** For example, there may be people on your campus who, because of a disability or recent injury, need someone to help carry belongings, open doors, or push wheel-chairs.

- **Do you want to raise awareness about an issue? Is there a cause that you think needs attention? Talk with friends. Find out if they share your concerns. Turn your discussions into a blog. Create videos of events you think are newsworthy and share them online. Sign or start a petition.**

GET INVOLVED

Take an Interest in Your Community—Offer to Help

Every community—large and small—can use energetic people willing to help where there is a need. Local non-profit agencies serving the homeless, battered women, or troubled teens often welcome volunteers who are willing to pitch in.

The Internet also has abundant resources about nonprofits and charities and how you can get involved:

- **Idealist.org** is a great place to find organizations and events that are looking for employees, interns, and volunteers. Filter by type and area of focus (women, disaster relief, animals, etc.) to find a cause that fits you.
- **Tinyspark.org** is a watchdog for nonprofits and charity organizations. It highlights individuals and groups that are doing good things around the globe and investigates those who may not be doing as much good as you'd think. Tinyspark also has a podcast.
- **Charitynavigator.org** is another tool for checking on charities. It evaluates and rates charities on

Join a Group on Campus

You probably see flyers promoting groups and recruiting members posted all over campus. Chances are, there's a group organized around something you're interested in or care about.

Maybe it's an organization that works to bring clean water to remote parts of the world. The American Red Cross may be looking for help with campus blood drives. You'll find groups organized around race, culture, or political parties; groups that go on spring break trips to serve communities in need; service organizations of all kinds; and groups that focus on the environment. The list goes on and on.

If you have an interest that isn't represented by the groups on your campus, start your own. Your college or university should have an office of campus life (or something similar) that can help you establish a student organization.

Vote (but Don't Forget to Register First)

- **You can learn about the laws governing voting in your state by going to the Web site of the National Confer-**

ence of State Legislatures and its link to Voter Identification Requirements: ncsl.org/research/elections-and-campaigns/voter-id.

- **Register:** Enter “register to vote in [your state]” in a search engine. The office in your state that administers voting and elections will have a Web site that outlines the steps you will need to follow. You can also find out how to obtain an absentee ballot.
- If you want to view a sample ballot to familiarize yourself with what you’ll see at the polls, you will probably be able to view one online. Just enter “sample ballot” in a search engine. Your local election board, the League of Women Voters, or your district library often post a sample ballot online.
- **Vote:** Familiarize yourself with the candidates and issues before you go to the polls. If you’d like to influence the way things are done in your community, state, or Washington, D.C., you can do so by helping to elect local, state, and federal officials whose views you endorse and who you think would do a good job of running the government. Make sure you know the location and hours for your polling place.

Support a Political Party

Getting involved in political parties is as simple as going to the polls and casting your vote for the candidate of one of the major parties—or of a third party. You can also consider becoming a delegate to a party convention. Depending on the state, parties may hold conventions by U.S. House district, by county, or by state legislative district. In many states, the

lowest-level conventions (or, in some states, caucuses) are open to anyone who shows up. Voting rights at a convention, however, may be restricted to those who are elected as precinct delegates in a party primary.

In much of the country, precinct delegate slots go unfilled. If this is true in your area, you can become a precinct delegate with a simple write-in campaign, writing in your own name and persuading a handful of friends or neighbors to write you in as well. Whether you attend a convention as a voting delegate or as a guest, you’ll have a firsthand look at how politics operates. You’ll hear debates on resolutions. You might participate in electing delegates to higher-level conventions—perhaps even the national convention if it is a presidential election year.

Work for a Campaign

Candidates welcome energetic volunteers. So do groups that are supporting (or opposing) ballot measures. While sometimes tiring and frustrating, working in campaign politics can also be exhilarating and very rewarding.

Find the contact information for a campaign you’re interested in on its website, and inquire about volunteer opportunities. Volunteers assemble mailings, answer the telephone, and make calls to encourage voters to support their candidate or cause. Even if you have little free time or are not comfortable talking to strangers, most campaigns can find a way for you to participate.



Be Part of Campus Media

Do you have a nose for news and do you write well? Try reporting for the university newspaper. Work your way up to an editor’s position. If broadcast media are your thing, get involved with your college radio station or go on air on campus TV.

Joseph Sohm/Shutterstock

Visit <https://ebookmass.com> today to explore

a vast collection of ebooks across various genres, available in popular formats like PDF, EPUB, and MOBI, fully compatible with all devices. Enjoy a seamless reading experience and effortlessly download high-quality materials in just a few simple steps. Plus, don't miss out on exciting offers that let you access a wealth of knowledge at the best prices!

Exploring the Variety of Random Documents with Different Content

**GROUP SEVEN—WARBLERS WITH REDDISH-
BROWN MARKINGS**

1. THE BAY-BREASTED WARBLER

Length: A little over 5½ inches.

Male: *Forehead and cheeks black, giving the effect of a black mask; crown, nape, throat, upper breast, and sides a beautiful chestnut-red; a patch of buff at each side of the neck; lower breast and belly buff; back brownish-gray, with black streaks; wings and tail brownish-gray; two broad white wing-bars; tail with white spots near tip of outer feathers.*

282

Female: Upper parts grayish-brown, streaked with black; under parts buff, breast and sides washed with reddish-brown; crown brownish; two white wing-bars.

Song: "A monotonous, lisping song, with perhaps a few more musical, ringing notes."^[155]

Habitat: "The Bay-breasted warbler usually frequents the tops of trees during migration, being especially fond of chestnuts, oaks, and hickories just as the leaves are bursting. It is also found in orchards and about the shade trees of streets and parks as well as in the midst of woodlands.... It prefers the upper portions of trees except in cold or stormy weather when it descends and feeds among the underbrush."^[156]
William Brewster says that they live in dense woods, especially among the pines and other cone-bearing trees.

Range: Eastern North America. Breeds in north-central and southern Canada, northern Maine, and mountains of New Hampshire; winters in Panama and Colombia; irregular on the Atlantic slope and south of Virginia. One of our less common warblers.

2. THE CHESTNUT-SIDED WARBLER

Length: About 5 inches.

Male: Crown *yellow*, bordered with black; back gray, streaked with black and yellow; *ear-patch and under parts white*; black line extending from bill meets *broad chestnut streak* which runs down the side of the body; wings with two broad yellowish-white wing-bars; tail black, outer feathers with large white spots varying in size.

Female: Somewhat like male, but duller; the colors are less sharply contrasted. 283

Song: In the spring a loud warble, not unlike that of the yellow warbler; in the summer, a weaker trill. [\[157\]](#)

Habitat: Thickets, bushy roadsides, edges of woods, open woodlands.

Range: Eastern North America from central Canada to eastern Nebraska, northern Ohio, New Jersey, Rhode Island, and Massachusetts, and in the Alleghany Mts. to Tennessee and North Carolina.

The male Chestnut-sided Warbler is very easily identified; its sharp contrasts in coloring make it conspicuous. While the bay-breasted warbler also has chestnut sides, it differs in having the color extend to the breast and throat, instead of bordering the white under parts.

The dainty little chestnut-sided warbler is rather commoner than some species. Dr. F. H. Herrick in his book, "The Home Life of Wild Birds," tells of taming a female. She ate from his hand and allowed him to stroke her as she sat on her nest.

THE THRUSHES

Thrush Family—Turdidæ

Six members of the Thrush Family are more or less common in the eastern United States: the Robin, the Bluebird, the Wood Thrush, the Hermit Thrush, the Olive-backed Thrush, and the Veery. The Gray-cheeked and Bicknell's thrushes are not so widely known. The Russet-backed Thrush is the western representative of the Olive-back.

The Oven-bird, or Golden-crowned Thrush, and the Water-thrushes are not thrushes at all, but warblers, though they resemble thrushes in having brown backs and light spotted breasts, and in being dwellers of the woods. The Brown Thrasher, sometimes wrongly called the Brown Thrush, also has points of resemblance—a speckled breast and bright brown back—but he is one of the Mimidæ or Mockingbird Family.

The breasts of young robins and the backs of baby bluebirds are spotted, showing their family relationship. Both robins and bluebirds have voices that possess a quality for which our thrushes are noted. I have heard the English thrush, famed in poetry. I consider its song inferior in quality of tone to those of our wood and hermit-thrushes, and veery; it strongly resembles that of our thrasher.

The true thrushes of our woods have backs of leaf-brown, varying in hue from bright russet to dull olive. Their breasts are white or buff, streaked or spotted; their tails are short; their eyes, large and lustrous. Their movements are quick, yet graceful. Their demeanor is

gentle, though I have seen them strongly aroused when nest or young was disturbed.



WOOD THRUSH

THE WOOD THRUSH

The Wood Thrush is the best known of these thrushes. It may be identified by *its large size* (a little over 8 inches); by its *bright brown head*, dull brown back, wings, and tail; white under parts that are *heavily spotted, especially on the breast and sides*; and by distinct streaks below the eyes.

Note: Its call-note is a sharp *pit*; its song a series of sweet cadences beginning with the liquid syllables *ah-oh-ee*?

Song: Four phrases often constitute the song, between which a soft purring sound is frequently heard, if one is near the singer.

Habitat: Wood thrushes may be found in open groves, parks, and wooded pastures, on large estates, and along secluded roads. They are rarely found near farm-buildings, but occasionally live in gardens and orchards.

A pair of thrushes once nested in a tree on a slope just back of a house where I chanced to be a guest. The mother-bird had begun her brooding, when carpenters arrived to build some steps near her chosen home. Frightened, she fled, and remained away for a time. Finally mother-love overcame her fears and she returned. The workmen were asked to do her no harm; they became interested in her, and she trustful of them. She let them approach within a few feet of her nest. We saw the shy wood-bird, serene and unafraid, raise her brood in the midst of noisy hammering, with friendly companionship close at hand.

THE OLIVE-BACKED THRUSH

The Olive-backed Thrush is about an inch smaller than the wood thrush (7 inches), and is uniformly *olive-brown above*. Its *breast, throat, cheeks, and eye-ring* are *buff*, its *sides gray*. The breast, sides of the throat, and cheeks are spotted with black.

Note: Its call-note is *puck*;

Song: its song pleasing, with a phrasing that reminds one of the hermit thrush, but it is louder and less deliberate, and lacks, also, the hermit's liquid sweetness. The olive-back has a habit of singing from the pointed top of a tall spruce; near by, on a neighboring treetop, an olive-sided flycatcher may utter its *Peep here*, or a hermit may sing in the grove below.

Habitat: The olive-back lives in woods, rather than close to the haunts of man; it prefers to be near streams and swampy places, as does the western RUSSET-BACK THRUSH, a bird very similar in appearance and habits.

Range: The olive-back breeds in Canada and northern United States, and winters from Mexico to South America.

THE GRAY-CHEEKED THRUSH AND BICKNELL'S THRUSHES

Gray-Cheeked Thrush: "The Gray-cheeked Thrush is found in migration over all the Eastern States, but breeds farther north, beyond our limits.

Bicknell's Thrush: "Bicknell's Thrush, a closely related form, while having somewhat the same general range, breeds farther south and nests in the mountains of northern New York and New England. The species does not seem to be very abundant anywhere."^[158]

Their resemblance to each other and to the olive-back makes them difficult to identify. The absence of buff from the head differentiates them from the latter species, which is a difference not readily observed except by experienced ornithologists. Bicknell's thrush is smaller than the gray-cheeked thrush.

THE VEERY

The Veery or Wilson's Thrush is slightly smaller than the wood thrush (7½ inches), and is a *lighter and more uniform brown above*. It has a whitish throat and belly, and *grayish sides*. The breast and sides of the throat are a soft buff, with faint spots of brown. Its light brown upper parts and its less conspicuous markings distinguish the veery from other thrushes.

Note: Its call-note is a whistled *whee'-u*,—loud, clear, and uttered frequently.

Song: The song is inexpressibly beautiful,—like organ-chords, or those that fill the Baptistery of Pisa when the Italian guide blends tones for the delight of listeners. A veery's song cannot be described; the *whee'-u* may reveal the singer's whereabouts, and aid in identification. This bird has brought me pleasure many times, for it forms one of the chorus that sing their matin- and even-songs in a spruce grove across the road from our cottage in Maine. Still other veeries chant with hermit thrushes in more distant woods.

It recalls, also, memories of deep Adirondack woods near Seventh Lake, where we heard veeries and wood thrushes sing antiphonally at sunset.

288

Range: This thrush is abundant in the eastern United States during its migration, while on the way to its nesting place in our

Northern States, to New England, and Canada. It winters in South America.

It seems to bear a charmed life. It does no harm and receives none; it is a favorite wherever its voice is heard.

THE HERMIT THRUSH

The Hermit Thrush may be described in superlatives. Of the four commoner thrushes, it comes earliest (in March or early April) on its way to its haunts in northern woods, remains longest (till October or November), and is considered by many to be the finest singer of a highly gifted family.

It is so very shy that it is rarely seen and yet, during migration time, I once discovered a solitary hermit in a tree on a vacant lot only a few blocks from the business center of Cleveland. Because we sit quietly for hours at a time in the Maine woods, we have been vouchsafed many glimpses of its olive-brown back, *its reddish-brown tail* (the mark of identification), and its rather thickly spotted white and brown breast. We have noticed its habit of raising its tail as it alighted; we have heard its call-note *chuck*.

Moore's Rock, Castine, Maine, commands an enchanting view of Penobscot Bay, of distant hills, and of spruce woods that are tenanted by veeries, olive-backed, and hermit thrushes. There we make frequent pilgrimages, to hear them sing at sunset.

Beneath glowing skies and in the silence, the hermit raises his exquisitely modulated voice in a strain of ethereal beauty; pauses, then in a higher key, repeats it; a third time, with still loftier elevation of tone, he sings,—and sings again.

289

More than once at twilight, a white fog has moved in from the bay and enveloped us as we listened. The voices of these thrushes,

proceeding from the sea of mist, have seemed more like those of spirits from another world than of birds—unspeakably uplifting and full of significance.

AFTERWORD

The great psychologist, William James, preached the doctrine that it was immoral to have emotions that did not bear fruit in action,—a doctrine that many educators and teachers are putting into practice nowadays.

Music, art, noble architecture, poetry, fine prose, the drama, and the beauties of nature, all of which arouse the emotion of joy and minister to our higher natures, were formerly sought as means of self-development or culture—one of the great ends to be attained in life. Excessive cultivation of one's self is now regarded by broad-minded people as a refined form of selfishness (often intellectual snobbishness), unless with it there exists a sense of responsibility and an attempt to assist in making possible by some form of activity a more nearly universal sharing of these pure forms of pleasure.

The conservation of forests, the preservation of scenic wonders, of wild flowers, of native animals and birds for the enjoyment of all, has become the aim of a great movement throughout the country. It is well known that the fine balance of nature is maintained by birds, and that upon them depend in large measure the preservation of forests, parks, gardens, orchards, and farms.

As they are so truly our benefactors and furnish us with so much genuine enjoyment and absorbing interest, we are under obligation to repay their services to us by some form of service to them, which will minister also to the well-being of our communities. The formation of Audubon Societies, the spreading of knowledge by means of bird-books, illustrated bird-lectures, and the

invaluable bulletins easily obtainable at the Government Printing Office, Washington; the erection of bird-houses and baths, and of feeding-tables for the winter; the furthering of wise legislation regarding bird-protection and the supplying of bird-wardens in some localities to help carry out the laws; intelligent and humane regulations to prevent the depredations of cats; the creation, wherever possible, of bird-sanctuaries and preserves, and the planting of trees and shrubs which will attract birds are a few of the ways in which we may make practical our interest in birds and add to the well-being of our land.

THE END

FOOTNOTES

[1] Used with the permission of the Houghton, Mifflin Co., the authorized publishers.

[2] The above lists of Winter Residents and Visitors near New York City is taken from Dr. Frank M. Chapman's pamphlet, "The Birds of the Vicinity of New York City," a reprint from the "American Museum Journal" of the American Museum of Natural History. The lists and dates are used with the permission of Dr. R. C. Murphy, Acting Director of the American Museum of Natural History, and of D. Appleton & Co., Dr. Chapman's authorized publishers.

[3] From "Notes on New England Birds," by Henry D. Thoreau.

[4] Farmers' Bulletin 513, U. S. Department of Agriculture, Bureau of Biological Survey.

[5] Farmers' Bulletin 630, Biological Survey, U. S. Department of Agriculture.

[6] From "Birds of New England," by Wilson Flagg.

[7] Farmers' Bulletin 630, Biological Survey, U. S. Department of Agriculture.

[8] Farmers' Bulletin 630, Biological Survey, U. S. Department of Agriculture.

[9] From "Birds of a Maryland Farm," by Sylvester D. Judd—Bulletin No. 17, U. S. Department of Agriculture, Division of Biological Survey.

[10] From W. L. McAtee; Farmers' Bulletin 755, Biological Survey, U. S. Department of Agriculture.

[11] Farmers' Bulletin 755, Biological Survey, U. S. Department of Agriculture.

[12] William Dutcher, Former President of the National Association of Audubon Societies; Educational Leaflet No. 18.

[13] From "Notes on New England Birds," H. D. Thoreau, page 421.

[14] From Eaton's "Birds of New York," page 255.

[15] Educational Leaflet No. 35, National Association of Audubon Societies.

[16] Used with permission of the Houghton Mifflin Co., the authorized publishers.

[17] Farmers' Bulletin 506, Biological Survey, U. S. Department of Agriculture.

[18] "Useful Birds and Their Protection, " by E. H. Forbush.

[19] From "Notes on New England Birds," H. D. Thoreau, page 278.

[20] From "The Relation of Sparrows to Agriculture," by Sylvester D. Judd, Bulletin No. 15, Biological Survey.

[21] From "Useful Birds and Their Protection," by E. H. Forbush.

[22] Bulletin No. 15, U. S. Dept. of Agriculture, Biological Survey.

[23] "Useful Birds and Their Protection," E. H. Forbush, page 328.

[24] Bulletin No. 21, Bureau of Biological Survey, U.S. Department of Agriculture.

[25] From "Useful Birds and Their Protection," by E. H. Forbush.

[26] From "Useful Birds and Their Protection," by E. H. Forbush.

[27] "Useful Birds and Their Protection, " by E. H. Forbush, page 210.

[28] Farmers' Bulletin 630, Biological Survey, U. S. Department of Agriculture.

[29] Educational Leaflet No. 61, National Association of Audubon Societies.

[30] "Useful Birds and Their Protection," E. H. Forbush, page 166.

[31] "Useful Birds and Their Protection," by E. H. Forbush, pages 161, 162, 163.

[32] "Useful Birds and Their Protection," by E. H. Forbush, pages 161, 162, 163.

[33] From Witmer Stone in Educational Leaflet No. 50, National Association of Audubon Societies.

[34] Farmers' Bulletin 755, U. S. Dept. of Agriculture, Biological Survey.

[35] From Witmer Stone, in Educational Leaflet No. 50, National Association of Audubon Societies.

[36] From Eaton's "Birds of New York."

[37] From "Useful Birds and Their Protection," by E. H. Forbush.

- [38] Bulletin No. 37, U. S. Dept. of Agriculture, Biological Survey.
- [39] From "Useful Birds and Their Protection," by E. H. Forbush, pages 245, 246, 252, 253.
- [40] "Useful Birds and Their Protection," E. H. Forbush, pages 259 & 260.
- [41] From "Birds of Eastern North America," by Frank M. Chapman.
- [42] Educational Leaflet No. 59.
- [43] Farmers' Bulletin 513, U. S. Department of Agriculture, Bureau of Biological Survey.
- [44] Educational Leaflet No. 59, National Association of Audubon Societies.
- [45] From "Birds of Eastern North America," by Frank M. Chapman.
- [46] From "Useful Birds and Their Protection," by E. H. Forbush, pp. 65 and 17.
- [47] From "Useful Birds and Their Protection," by E. H. Forbush, page 370.

[48] Farmers' Bulletin 506, U. S. Dept. of Agriculture, Biological Survey.

[49] From "Under the Maples," by John Burroughs, p. 55.

[50] Prof. D. Treadwell.

[51] Mr. Chas. W. Nash.

[52] Farmers' Bulletin 630.

[53] From Olive Thorne Miller's "First Book of Birds."

[54] From "Birds of Village and Field," by Florence Merriam.

[55] Used with permission of the Houghton Mifflin Co., the authorized publishers.

[56] Used with permission of the Houghton Mifflin Co., the authorized publishers.

[57] Farmers' Bulletin 755, Biological Survey, U. S. Department of Agriculture.

[58] "Notes on New England Birds," Thoreau, p. 311.

[59] Farmers' Bulletin 630, U. S. Dept. of Agriculture, Biological Survey.

[60] Farmers' Bulletin 630, U. S. Dept. of Agriculture, Biological Survey.

[61] From "Birds of Eastern North America," by Frank M. Chapman.

[62] Farmers' Bulletin 630, U. S. Department of Agriculture, Biological Survey.

[63] Farmers' Bulletin 630, U. S. Department of Agriculture, Biological Survey.

[64] Farmers' Bulletin 630, U. S. Department of Agriculture, Biological Survey.

[65] "Useful Birds and Their Protection," by E. H. Forbush, page 320.

[66] From Educational Leaflet No. 3, National Association of Audubon Societies.

[67] Farmers' Bulletin 755, Biological Survey, U. S. Department of Agriculture.

[68] Written by Coleridge about the European skylark, but applicable to our meadowlark.

[69] Farmers' Bulletin 630 and 755, U. S. Department of Agriculture, Biological Survey.

[70] From "Birds of Eastern North America," by Frank M. Chapman.

[71] From "Early Spring in Massachusetts," by H. D. Thoreau, pages 160 and 161.

[72] Farmers' Bulletin 630, U. S. Dept. of Agriculture, Biological Survey.

[73] From "Useful Birds and Their Protection," by E. H. Forbush, pages 261 and 262.

[74] Farmers' Bulletin 513, U. S. Department of Agriculture, Biological Survey, H. W. Henshaw.

[75] Bulletin No. 37, U. S. Dept. of Agriculture, Biological Survey.

[76] The Auk, IV, 194, 195, 1887. O. P. Hay.

[77] From "Birds of Eastern North America," by Frank M. Chapman, used with permission of D. Appleton & Co.

[78] Farmers' Bulletin 506, U. S. Dept. of Agriculture, Biological Survey.

[79] Farmers' Bulletin 513, U. S. Dept. of Agriculture, Biological Survey.

[80] "Birds of a Maryland Farm," by Sylvester D. Judd—Bulletin 17, Biological Survey.

[81] Farmers' Bulletin 506, U. S. Dept. of Agriculture, Biological Survey.

[82] Bulletin No. 37, U. S. Dept. of Agriculture, Biological Survey.

[83] "Useful Birds and Their Protection," E. H. Forbush, page 324.

[84] Farmers' Bulletin 513, U. S. Dept. of Agriculture, Biological Survey.

[85] "Life Histories of North American Birds,"—Maj. Chas. Bendire.

[86] Educational Leaflet No. 19, National Association of Audubon Societies.

[87] From "The Home Life of Wild Birds," by Francis H. Herrick. Used with the permission of the author, and of his publishers, G. P. Putnam & Co.

[88] From "Useful Birds and their Protection," by E. H. Forbush.

[89] From "Useful Birds and Their Protection," by E. H. Forbush.

[90] Farmers' Bulletin 630, U. S. Dept. of Agriculture, Biological Survey.

[91] Farmers' Bulletin 630, U. S. Department of Agriculture, Biological Survey.

[92] Farmers' Bulletin 630, U. S. Biological Survey, U. S. Dept. of Agriculture.

[93] Used with permission of the Houghton Mifflin Co., the authorized publishers.

[94] From "Useful Birds and Their Protection," by E. H. Forbush, page 348.

[95] Educational Leaflet No. 13, of the National Association of Audubon Societies.

[96] From "Useful Birds and Their Protection," by E. H. Forbush, page 346.

[97] "Useful Birds and Their Protection," E. H. Forbush, page 343.

[98] Farmers' Bulletin 755, Biological Survey, U. S. Dept. of Agriculture.

[99] Farmers' Bulletin 755, Biological Survey, U. S. Dept. of Agriculture.

[100] Farmers' Bulletin 630, Biological Survey.

[101] "Useful Birds and Their Protection," E. H. Forbush, page 342.

[102] From "The Home Life of Wild Birds," by Francis H. Herrick; used with the permission of the author and his publisher, the G. P. Putnam's Sons.

[103] "Useful Birds and Their Protection," by E. H. Forbush, p. 241.

[104] "Life Histories of North American Birds," Maj. Chas. Bendire.

[105] Farmers' Bulletin 506, Biological Survey, U. S. Dept. of Agriculture.

[106] From "Notes on New England Birds," by H. D. Thoreau.

[107] From "Under The Maples," by John Burroughs.

[108] Farmers' Bulletin 630, Biological Survey, U. S. Dept. of Agriculture.

[109] Farmers' Bulletin 513, Biological Survey, U. S. Dept. of Agriculture.

[110] Farmers' Bulletin 513, Biological Survey, Dr. Henry W. Henshaw.

[111] From "Notes on New England Birds," by Thoreau, page 246.

[112] Farmers' Bulletin 630, U. S. Dept. of Agriculture, Biological Survey.

[113] Farmers' Bulletin 513, U. S. Dept. of Agriculture, Biological Survey.

[114] From "Under The Maples," by John Burroughs; page 42.

[115] From "Under the Maples," by John Burroughs, page 66.

[116] From "Notes on New England Birds," by H. D. Thoreau, p. 361.

[117] Farmers' Bulletin 755, Biological Survey, U. S. Dept. of Agriculture.

[118] From "Under the Maples," by John Burroughs, p. 67.

[119] From "Notes on New England Birds," Thoreau, p. 361.

[120] From "Birds of New England," by Wilson Flagg, used by special arrangement with the Page Co., Boston.

[121] Farmers' Bulletin 513, U. S. Dept. of Agriculture, Biological Survey.

[122] From Farmers' Bulletin 755, U. S. Dept. of Agriculture, Biological Survey.

[123] From "Under the Maples," by John Burroughs, pages 87 & 88.

[124] Farmers' Bulletin 755, Biological Survey, U. S. Dept. of Agriculture.

[125] From "Life Histories of North American Birds," by Major Charles Bendire.

[126] Farmers' Bulletin 630, Biological Survey, U. S. Dept. of Agriculture.

[127] Biological Survey Bulletin, No. 326, "Birds of Porto Rico," by Alex. Wetmore.

[128] From "Life Histories of North American Birds," by Major Charles Bendire.

[129] From "The Whole Year Round," by Dallas Lore Sharp.

[130] From Wilson Flagg's "Birds of New England," used with permission of The Page Co., Boston.

[131] From "Useful Birds and Their Protection," by E. H. Forbush, p. 205.

[132] From "Useful Birds and Their Protection," by E. H. Forbush, p. 205.

[133] From "Under the Maples," by John Burroughs, p. 99.

[134] From "Birds of Eastern North America," by Frank M. Chapman.

[135] From "Useful Birds and Their Protection," by E. H. Forbush, p. 208.

[136] From "Our Greatest Travelers," by Wells W. Cooke, of the Biological Survey.

[137] From "Useful Birds and Their Protection," by E. H. Forbush, pages 185 and 186.

[138] From "Useful Birds and Their Protection," by E. H. Forbush.

[139] From "The Oven-Bird," by Frank Bolles.

[140] From Eaton's "Birds of New York," page 383.

[141] "Our Greatest Travelers," by Wells W. Cooke, of the Biological Survey.

[142] "Useful Birds and Their Protection," E. H. Forbush, page 202.

[143] Farmers' Bulletin, Biological Survey, Henry W. Henshaw.

[144] From Eaton's "Birds of New York," pages 408, 409, 410.

[145] "Useful Birds and Their Protection," by E. H. Forbush, pages 196 and 198.

[146] "Useful Birds and Their Protection," by E. H. Forbush, pages 196 and 198.

[147] From "Useful Birds and Their Protection," by E. H. Forbush, page 102.

[148] From "Birds of New York," page 421.

[149] From "Useful Birds and Their Protection," E. H. Forbush.

[150] "Birds of New York," Eaton.

[151] From Eaton's "Birds of New York."

[152] From Eaton's "Birds of New York."

[153] From Eaton's "Birds of New York."

[154] From Eaton's "Birds of New York."

[155] James P. Chapin.

[156] From Eaton's "Birds of New York."

[157] "Useful Birds and Their Protection," by E. H. Forbush, page 193.

[158] Bulletin 280, U. S. Department of Agriculture, Biological Survey.

INDEX

A **B** **C** **D** **E** **F** **G** **H** **I** **J** **K** **L** **M** **N** **O** **P** **Q** **R** **S** **T** **U**
V **W** **X** **Y** **Z**

B

	PAGE
Blackbird (Crow)	<u>114</u>
Blackbird (Red-winged)	<u>118</u>
Blackbird (Rusty)	<u>120</u>
Blackbird (Yellow-headed)	<u>120</u>
Bluebird	<u>102</u>
Blue Jay	<u>6</u>
Bobolink	<u>212</u>
Bobwhite	<u>38</u>
Bobwhite (Florida)	<u>38</u>
Brown Creeper	<u>78</u>

C

Canary (Wild)	<u>217</u>
Cardinal	<u>19</u>
Catbird	<u>220</u>
Cedar-bird	<u>47</u>
Charee	<u>161</u>
Chat (Yellow-breasted)	<u>274</u>
Chebec	<u>234</u>
Cherry-bird	<u>47</u>
Chewink	<u>161</u>
Chickadee (Acadian)	<u>54</u>
Chickadee (Black-capped)	<u>53</u>

Chickadee (Carolina)	<u>53</u>
Chickadee (Florida)	<u>53</u>
Chippy (Winter)	<u>34</u>
Chuck-Will's-Widow	<u>185</u>
Cowbird	<u>121</u>
Creeper (Brown)	<u>78</u>
Creeper (Black and White)	<u>260</u>
Crossbill (American or Red)	<u>14</u>
Crossbill (White-winged)	<u>26</u>
Crow (American)	<u>14</u>
Crow (Fish)	<u>17</u>
Crow (Florida)	<u>17</u>
Cuckoo (Black-billed)	<u>231</u>
Cuckoo (Yellow-billed)	<u>231</u>

D

Dove (Mourning)	<u>141</u>
-----------------	----------------------------

F

Finch (House)	<u>159</u>
Finch (Purple)	<u>161</u>
Flicker (Northern)	<u>127</u>
Flicker (Southern)	<u>128</u>
Flicker (Red-shafted)	<u>128</u>
Flycatcher (Crested)	<u>239</u>
Flycatcher (Least)	<u>234</u>
Flycatcher (Olive-sided)	<u>240</u>

G

Gnatcatcher (Blue-gray)	<u>246</u>
Goldfinch	<u>216</u>
Grackle (Boat-tailed)	<u>117</u>
Grackle (Bronzed)	<u>116</u>
Grackle (Florida)	<u>117</u>
Grackle (Purple)	<u>114</u>
Grosbeak (Blue)	<u>209</u>

Grosbeak (Black-headed)	<u>211</u>
Grosbeak (Cardinal)	<u>19</u>
Grosbeak (Evening)	<u>210</u>
Grosbeak (Pine)	<u>22</u>
Grosbeak (Rose-breasted)	<u>207</u>
Grouse (Ruffed)	<u>44</u>

H

House Wren	<u>190</u>
Hummingbird	<u>192</u>

I

Indigo-bird	<u>196</u>
Indigo Bunting	<u>196</u>

J

Jay (Blue)	<u>6</u>
Jay (California)	<u>10</u>
Jay (Canada)	<u>11</u>
Jay (Florida)	<u>9</u>
Jay (Florida Blue)	<u>9</u>
Jay (Steller)	<u>10</u>
Junco (Carolina)	<u>28</u>
Junco (Slate-colored)	<u>27</u>

294

K

Kingbird	<u>235</u>
Kingbird (Gray)	<u>237</u>
Kingfisher (Belted)	<u>144</u>
Kinglet (Golden-crowned)	<u>57</u>
Kinglet (Ruby-crowned)	<u>245</u>

L

Lark (Field or Old Field)	<u>123</u>
Lark (Horned)	<u>91</u>

Lark (Southern)	<u>124</u>
Lark (Western)	<u>124</u>
Linnet	<u>159</u>

M

Martin (Purple)	<u>175</u>
Meadowlark	<u>123</u>
Mockingbird	<u>227</u>
Mockingbird (Western)	<u>228</u>

N

Nighthawk	<u>187</u>
Nightingale (Virginia)	<u>19</u>
Nuthatch (Red-breasted)	<u>77</u>
Nuthatch (White-breasted)	<u>73</u>

O

Oriole (Baltimore)	<u>193</u>
Oriole (Orchard)	<u>202</u>
Oven-bird	<u>257</u>

P

Pewee (Wood)	<u>242</u>
Phoebe	<u>111</u>
Phoebe (Black)	<u>113</u>
Poor-will	<u>185</u>

Q

Quail	<u>38</u>
Quail (California)	<u>38</u>

R

Raven (Northern)	<u>17</u>
Redbird	<u>19</u>
Redpoll	<u>37</u>
Redstart	<u>265</u>
Robin (American)	<u>96</u>

Welcome to our website – the perfect destination for book lovers and knowledge seekers. We believe that every book holds a new world, offering opportunities for learning, discovery, and personal growth. That's why we are dedicated to bringing you a diverse collection of books, ranging from classic literature and specialized publications to self-development guides and children's books.

More than just a book-buying platform, we strive to be a bridge connecting you with timeless cultural and intellectual values. With an elegant, user-friendly interface and a smart search system, you can quickly find the books that best suit your interests. Additionally, our special promotions and home delivery services help you save time and fully enjoy the joy of reading.

Join us on a journey of knowledge exploration, passion nurturing, and personal growth every day!

ebookmasss.com